R E P O R T R E S U M E S

ED 012 855 AC 001 258

EVALUATION OF EOA NEIGHBORHOOD CENTERS, ADULT BASIC EDUCATION, 1965-1966.
OAKLAND UNIFIED SCHOOL DISTRICT, CALIF.
REPORT NUMBER RR-8 PUB DATE 66
EDRS PRICE MF-$0.25 HC-$0.92 23P.

DESCRIPTORS- *PROGRAM EVALUATION, *ADULT BASIC EDUCATION, *NEIGHBORHOOD CENTERS, TEST RESULTS, COUNSELOR EVALUATION, TEACHER EVALUATION, RESEARCH, READING, SPELLING, ARITHMETIC, TEST VALIDITY, TESTING, ADULT DROPOUTS, PARTICIPANT CHARACTERISTICS, STATISTICAL DATA, ACADEMIC ACHIEVEMENT, QUESTIONNAIRES, OAKLAND, CALIFORNIA,

A FIRST-YEAR EVALUATION WAS MADE OF SEVEN NEIGHBORHOOD CENTERS IN OAKLAND, CALIFORNIA, SET UP TO PROVIDE REMEDIAL INSTRUCTION IN BASIC EDUCATION AND IN METHODS OF SEEKING AND APPLYING FOR EMPLOYMENT, OFFERED UNDER THE ECONOMIC OPPORTUNITY ACT. PARTICIPANTS RANGED WIDELY IN AGE, (21-76) WITH A GREAT NUMBER IN THE ADVANCED AGE GROUP. THEIR EDUCATIONAL LEVEL WAS TYPICALLY IN THE UPPER ELEMENTARY YEARS. BECAUSE OF IRREGULARITY IN ATTENDANCE, TESTING WAS ADMINISTERED TO ONLY 37 OF THE PARTICIPANTS. THE GATES READING TEST WAS USED FOR WORD RECOGNITION AND PARAGRAPH READING, THE CALIFORNIA ARITHMETIC TEST FOR REASONING AND FUNDAMENTALS, AND THE OAKLAND PUBLIC SCHOOLS PRIMARY WORD LIST FOR SPELLING. MODEST BUT SIGNIFICANT GAINS WERE MADE IN READING. GAINS IN ARITHMETIC WERE ABOUT TWICE THAT IN READING AND REFLECTED MONTH-FOR-MONTH GAINS ON THE AVERAGE. A SMALL BUT SIGNIFICANT GAIN WAS NOTED IN SPELLING. TEN OF THE 37 PARTICIPANTS OBTAINED PERFECT SCORES ON THE SPELLING TEST, A FACT WHICH RAISED THE QUESTION OF THE SUITABILITY OF THIS TEST FOR SUCH POPULATIONS. STAFF NOTICED POSITIVE CHANGES IN STUDENT ATTITUDES AND SELF-PERCEPTIONS AND STUDENT REACTIONS WERE FAVORABLE. (THE APPENDIX INCLUDES EVALUATIONS OF THE CENTERS BY TEACHERS, COUNSELORS, AND PARTICIPANTS.) (SM)

ED012855

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RESEARCH REPORT

EVALUATION OF EOA NEIGHBORHOOD CENTERS,

ADULT BASIC EDUCATION

1965 - 1966

OAKLAND PUBLIC SCHOOLS

MCMLXV

Report Number 8

AC 001 258

EVALUATION OF EOA NEIGHBORHOOD CENTERS,

ADULT BASIC EDUCATION

1965 - 1966

Prepared By:

Oakland Public Schools Research Department

In Cooperation With:

Department of Adult Education

* * *

Department of Special Urban Educational Services

OAKLAND PUBLIC SCHOOLS
Research Department

EVALUATION OF EOA NEIGHBORHOOD CENTERS,
ADULT BASIC EDUCATION
1965 - 1966

INTRODUCTION

The purpose of the Neighborhood Centers project was to provide adults, deficient in the basic educational skills (reading and arithmetic), with a program of remedial instruction which would enhance their opportunities for employment or further education. It had been observed that many adults were reluctant to enroll in the regular adult school in Oakland, the probable reason for this being the distance that they would have to travel to attend school. Thus, by establishing small centers and locating them within neighborhoods throughout the target area, it was hoped that the problem of travel for students would be alleviated and enrollment would be encouraged.

The program operated under the direction of the Assistant in Adult Education. The project also employed one Educational Counselor to coordinate the work of the centers and to provide counseling for the enrollees. Each center was provided with a certificated teacher and a teacher aide who was responsible for recruiting and assisting the teacher in day-to-day routine activities. Classrooms were located at seven sites in East, West, and Central Oakland. Seven of the centers offered regular basic remedial instruction and five were focused upon the Spanish-speaking population and instruction was conducted in the Spanish language.

Evaluation of the effectiveness of the program was affected by inconsistent student attendance and enrollment. Illness, domestic problems, departures from the area, and unknown factors reduced attendance figures. Enrollment figures fluctuated constantly as students either dropped out permanently or left and subsequently re-enrolled.

PROCEDURE

Program Operation:

Total enrollment for all centers reached 297 as of March 1, 1966. The ages of the enrollees ranged from 21 to 76 years, and their reading levels extended from the non-reader level through the junior high school level. Recruitment techniques included door-to-door visits, announcements posted in the neighborhoods, spot radio announcements, releases to news media, and word of mouth.

Each of the seven centers had its own weekly time schedule, but all of them operated on the basis of two-hour sessions. One center scheduled 10 sessions weekly; one, 8 sessions weekly; two, 5 sessions weekly; one, 3 sessions weekly; and two provided 2 sessions per week. Most of the students attended only the one session on the day it was scheduled, but at those centers where two sessions were offered in a single day it was found that some students attended both sessions. Because of the wide range in skill levels, instruction was highly individualized.

Student enrollees dropped frequently from the program because of illness, domestic problems, or departure from the area, and a large number left for reasons unknown.

By March 1, 1966, ten students had left the program for gainful employment, and 34 were judged to have reached eighth grade proficiency and were transferred to the regular Adult School in Oakland.

EVALUATION DESIGN

Subjects:

Because of the student attendance problem, it was decided that the assessment of program effectiveness in terms of student progress in the basic skills would be based upon a sample consisting of 37 students who were enrolled for an extended period of time and who attended classes regularly.

This sample included 27 women and 10 men. They ranged in age from 21 to 76 years, with an average age of 55.15 years. Eighteen were married, eleven were widowed, four were single, three were divorced, and one was separated. Eleven were born in Arkansas, six in Texas, five in Louisiana, three each in Alabama and Mississippi, two in Oklahoma, and one each in California, Kentucky, Tennessee, Virginia, and Illinois - plus one each in Japan and the Philippine Islands. They had been residents of California for periods extending from 2 to 42 years, the average period of residence being 21.38 years. The average educational level of these students was 5.95 years. With only four exceptions, the reason for enrollment appeared to be that of receiving remedial instruction in reading and arithmetic, reading being indicated specifically most often. The four whose aims were different enrolled for the purpose of preparing for employment. One mentioned preparation for a Civil Service examination as a specific aim. The household income of the students, which is not necessarily the income of the student himself, ranged from no income to approximately $150.00 per week. One-half of these students were the recipients of some form of financial aid such as pensions, social security payments, and child care assistance.

Their enrollment in the classes had resulted from contact with the following media: Teacher aides, 12 students; the Church, 5 students; a neighbor or another student, 4 students each; a teacher, an advertisement, or self-referred, 3 students each; the Housing Authority and an elementary school, 1 student each; and unknown, 1 student.

These students in the sample attended from 9 to 257 two-hour class sessions, the average number of sessions attended being 105.48.

Evaluation Instruments:

The Gates Reading Tests, an Oakland Public Schools Spelling Word List, and the California Arithmetic Achievement Test were administered to these students upon enrollment and again at the end of March. Subjective appraisal of their handwriting was made by the teachers and counselor at the same time.

Gates Reading Test: This test consists of three subtests: word recognition, sentence reading, and paragraph reading. Separate scores are obtained for each subtest plus an average score for the entire test. Scores may be expressed in grade equivalents, age equivalents, or percentiles.

California Arithmetic Test: This is a subtest of the California Achievement Test Battery and consists of separate tests in arithmetic reasoning and

arithmetic fundamentals. Scores are expressed in grade placements.

Oakland Public Schools Primary Word List: This is a list of 50 words the mastery of which is expected by students by the end of the third grade in the Oakland Public Schools.

A narrative report was obtained from the counselor on the five centers which were the most active and were engaged in the regular basic remedial program. These appear as Appendix A. Reports describing three of the centers were also obtained from the teachers and are included as Appendix B. The teachers also provided brief biographical sketches on 26 of the students in this sample. Seven representative statements are attached as Appendix C.

Student Questionnaire: A questionnaire designed to elicit student reactions for the program and its main instructional areas was submitted to the students in May. A sample of this form is attached as Appendix D.

FINDINGS

Gates Reading Test

Because of the relatively low reading abilities of the subjects it was necessary to administer the Gates Primary Reading Test to 16 students. Twenty one subjects were pre-testedwith the Gates Advanced Primary Reading Test. Because of the small size of the sample, however, the results of the appropriate sub tests of both the Primary Test and the Advanced Primary Test were combined in the analysis.

Means, standard deviations, and ranges of scores on the two sub-tests, Word Recognition and Paragraph Reading, and the average scores of the two sub-tests are presented in Table A below.

TABLE A

Means, Standard Deviations, and Ranges of Scores from Pre- and Post- Administrations of the Gates Reading Test to a Sample of 37 Students

	Word Recognition		Paragraph Reading		Average Score	
	Pre	Post	Pre	Post	Pre	Post
M	4.04	4.26	3.74	4.25	3.91	4.30
S.D.	1.30	.55	1.20	.69	1.15	.49
Range	1.5-5.8	1.9-5.8	1.7-5.8	2.3-6.2	1.9-5.8	2.5-5.9
N	37	37	37	37	37	37

Test results indicate a gain of .22 of a year in word recognition and a gain of .51 of a year in paragraph reading. The average total score gain for this group was found to be .39 of a year or just under half of a year.

Table B, below, indicates that the gain in the word recognition subtest reached the .05 statistical level of significance and that the gain in the paragraph reading subtest and in the average score reached the .01 level of significance.

TABLE B

Mean Gains, Standard Deviations, and Critical Ratios

for Gates Reading Test

	Word Recognition	Paragraph Reading	Average Score
Mean Gain	.22	.51	.39
S.D.	.09	.11	.08
Critical Ratio	2.39*	4.71**	4.71**

* Significant beyond the .05 level.

** Significant beyond the .01 level.

California Arithmetic Test

As the case was in reading, the abilities of the subjects in arithmetic, also, made it necessary to administer the Lower Primary Test to the same 16 subjects and the Advanced Primary Test to 21 of the subjects. The results of the appropriate subtests of both of these tests were combined and analyzed together.

Means, standard deviations, and ranges of scores on the two subtests, Reasoning and Fundamentals, and the average of those two subtests are presented in Table C below.

TABLE C

Means, Standard Deviations, and Ranges of Scores

from Pre- and Post- Administrations of the

California Arithmetic Test to a

Sample of 37 Students

	Reasoning		Fundamentals		Average Score	
	Pre	Post	Pre	Post	Pre	Post
M	4.11	4.74	4.19	4.92	4.19	4.91
S.D.	1.30	.724	1.32	.9027	1.18	.60
Range	1.8-6.0	2.8-6.0	1.0-5.8	2.5-6.0	2.0-5.9	3.0-6.0
N	37	37	37	37	37	37

It will be observed that the average score is not identical with the arithmetic average of the scores of the subtests in the above table. The difference arose in the process of rounding off decimals.

Test results indicate a gain of .63 of a year in reasoning and .73 of a year in fundamentals. The average total score gain for the group is indicated to be .72 of a year, or about three fourths of a year.

Table D, below, indicates that the gains in both subtests and the average total score gain reached the .01 statistical level of significance.

TABLE D

Mean Gains, Standard Deviations, and Critical Ratios for the California Arithmetic Test

	Reasoning	Fundamentals	Average Score
Mean Gain	.63	.73	.72
S.D.	.12	.15	.10
Critical Ratio	5.71*	4.84*	7.32*

* Significant beyond the .01 level.

Oakland Public Schools Primary Word List

Means, standard deviations, and ranges of scores on the above 50 - word spelling test are presented in Table E below.

TABLE E

Means, Standard Deviations, and Ranges of Raw Scores from Pre- and Post- Administrations of the Oakland Public Schools Primary Word List of 50 Words

Oakland Public Schools Primary Word List		
	Pre	Post
M	36.82	40.77
S.D.	1.12	4.11
Range	8-50	11-50
N	37	37

Test results indicate an average gain of approximately four words on the pre-test scores.

Table F, below, indicates that the gain reached the .01 statistical level of significance.

TABLE F

Mean Gains, Standard Deviations, and Critical Ratios for the Oakland Public Schools Primary Word List

	Oakland Public Schools Spelling Word List
Mean Gain	3.95
S.D.	.685
Critical Ratio	5.96*

* Significant beyond the .01 level.

It was observed that 10 of the 37 students obtained perfect scores on the post- test. This ceiling effect of the test tends to conceal the true growth of the higher scoring students and raises the question of the suitability of this test for similar populations and further evaluation studies.

Appraisal of Handwriting

Table G, below, is a summary of the ratings given by the teachers and the counselor to student handwriting samples.

TABLE G

Pre- and Post- Ratings of the Legibility of Handwriting of a Sample of 37 Students

	Pre	Post
Very Legible	3	3
Legible	18	26
Fairly Legible	14	7
Barely Legible	1	0
Poor	1	1

While the above table indicates that there was a tendency toward higher post- ratings in handwriting, those changes were not large enough to be significant beyond the .05 level.

Narrative Reports of the Teachers and the Counselor

A review of the narrative reports included as Appendices A and B indicate that the individualized approach was used in teaching at the neighborhood centers. The reports also reflect rather consistently upon the attempts made by the staff toward the provision of a sympathetic atmosphere of warmth and understanding in the centers. It appears that in addition to teaching the basic skills to increase the employability of the students efforts were also directed toward teaching students various methods of seeking and applying for employment. In addition to improving the employment readiness of the students, efforts seem to have been made to prepare and encourage students to enroll in the regular adult school for further education.

The use of resource persons from community agencies and the utilization of excursions into the community seems to have been a major part of the program.

The staff members mentioned rather consistently the positive attitudinal changes, particularly that of self-perception that occurred among the students as a result of the program.

Questionnaire Data

Questionnaires were returned by 33 of the 37 students in the sample. Responses indicated a favorable reaction for the program and its instructional areas. Generally, from three fourths to all of the students rated the program and its instructional areas as very valuable or very helpful. The field trips were an exception. Approximately one half indicated them to have been very valuable, while nearly one third rated them as quite valuable. Tallied responses by number and percentage are attached as Appendix E.

DISCUSSION AND SUMMARY

Test results indicated modest but significant gains in the reading abilities of the students. Gains made in arithmetic were approximately twice that of reading and reflected month-for-month gains on the average. A small but significant gain was noted in spelling. Post- ratings of handwriting legibility tended to be slightly higher than pre- ratings, but that increase was statistically non-significant.

It was noted that students ranged widely in ages with a great number in the advanced age group. Students in the sample were born in the Southern states but lived in California for a long period of time. Their level of educational attainment at the time of enrollment was indicated typically to be in the upper elementary years. Recruitment and subsequent enrollment resulted largely from efforts of the sub-professional aides.

Staff reports reflected a consciousness toward program objectives and the necessity of fulfillment of student needs. Reports mentioned that they observed positive changes in student attitudes and self-perceptions.

Student reactions on the basis of responses to the questionnaire were favorable.

CONCLUSION

This first year evaluation of the Neighborhood Centers Adult Basic Education Program reflects moderate achievement among the students enrolled in the program and indicates modest attainment of program objectives. It appears, on the basis of tests and staff and student reactions, that there is justification for its continuation in the future.

Edward A. Haikkarainen
Teacher on Special Assignment
Research Department

EAH:njk
6-2-66

Approved:
Alden W. Badal
Director of Research

APPENDIX A

One Neighborhood Center as seen by the Counselor.

When one walks into the classroom at the center, he walks into a workshop of activity. There is an air of relaxed friendliness as the students pursue their class work.

We call this class our "Senior Citizens" group because a goodly number of them have passed their 60th birthdays. They are deeply religious.

Their relationships to the instructor are warm and trusting. He shows sincere understanding and patience with each one equally. There is an absence of shame or self consciousness because of their limited scholastic abilities.

When a new student enrolls in the class, each student extends himself to make the new member feel welcome and at ease.

These students have limited incomes. They are receiving money from pensions, social security, or welfare. Because they live in low rent housing, their needs are few. With their meager incomes they manage adequately.

I have observed that they learn a great deal from each other. The teacher spends much time in teaching new concepts to the group and gives individual assistance when the need arises. When thought provoking assignments are given, they break into "buzz" groups and work out their lessons together with great satisfaction.

The Human Resources Center provides many resources for this community. The Counselor has brought in many of the resource persons to speak to the group including representatives from social security (explaining Medicare), Alameda County Health Department (to explain available Health Services), and Legal Aid.

The Manager of the neighborhood Bank of America was invited to speak to the group regarding the advantages of checking and savings accounts.

The group was taken on a tour of the West Oakland Resource Center and saw first hand the many services available within the immediate community.

The majority of the class members learned about the class through the Sub-professional Aide whose main function is recruitment.

Seven of the original enrollees reached 8th grade proficiency and have enrolled in night schools for further education.

There has been a consistent follow up of the "drop outs." They have ceased coming due to health problems, domestic difficulties, or have enrolled in night schools to further their education.

The class has provided a much needed social outlet as well as learning skills. Many of these people had never had the experience of sharing and receiving information in a positive way.

The materials and techniques used are listed and described by the Instructors' narratives.

A Neighborhood Center as seen by the Counselor.

During an average "buzz" group, one can hear a mixture of Spanish, broken English, and correct English being spoken.

This school is housed in a pleasant room at a church. There are many Spanish speaking pupils in the class who are learning English and some are grasping fundamentals in arithmetic. With the exception of a few, the English speaking pupils are by far the mos. literate of any of our Basic Education classes, as there have been more students from this class who have reached 8th grade proficiency or have become employed.

The instructor moves from pupil to pupil continuously giving individual help where needed.

There is an air of serious endeavor as each student goes about his work.

The Spanish speaking students are tremendously enthusiastic about the class and have made great gains in conversational English. The regular students are quite sophisticated and have had definite goals in mind.

I was pleased to serve this class as their Counselor.

****

A Neighborhood Center as seen by the Counselor.

There is a chatter of interested young people exchanging experiences of job seeking.

> "This is the third time I've flunked that test for Mail Handling."
> "I'll bet I'll flunk it too. I go down on Wednesday at 9:00 A.M."
> "C'mon, let's get with this scheme and practice. There's no point in knowing it all. Get with it girl, and help us whip this boy."

The group "boning up" for the Postal examination gather themselves in front of the huge chart the instructor has designed for postal scheme learning. They begin to go through their paces - each taking turns.

Another group is struggling with arithmetic problems involving fractions. "Let's find the common denominator," says Mrs. _____. They work feverishly and independently until one exclaims, "I've got the answer." The instructor hovers near by as each of them go through the procedures of that particular phase of problem solving.

The average age of this class is middle thirty. Most of the women are separated, divorced, or striving to compliment their husband's inadequate salaries. The women are neatly dressed and evidence a pride in themselves and their families. Those receiving aid from Welfare are trying to get off the Welfare rolls.

The focus of instruction is helping these people attain skills sufficient to pass examinations to obtain jobs.

There are several students who come to participate in the social interchange the school affords. One woman announced that coming to class was much "more better" than watching those "stupid plays on T.V." As a Counselor, I heartily agree!

Regular attenders looking for employment were absent many times during the Counselor's scheduled visits, hence there is a lack of test data for those job seekers.

Resource persons visiting this class included a Dental Surgeon, who gave timely information on the care of childrens' teeth; a representative from the Alameda County Welfare Commission and a Welfare Social Worker spoke as a team concerning policies and practices of that organization. Many points were made clear to the group.

The Director of the East Oakland Adult Minority Employment Agency gave pertinent information to the class relative to job application. An Alameda County Health Nurse gave information as to the wealth of Health Services within the community. These resource people gave as much information to the Counselor as they did to the class members. I consider this a rich experience for all concerned.

****

A Neighborhood Center as seen by the Counselor.

This school is housed in one of the large rooms of a church. The physical features of the room are bleak and depressing, but the enthusiasm and creativity of the teacher transforms the atmosphere into a beehive of purposeful activity.

The class is composed of English and Spanish speaking pupils. The range of abilities runs from non readers to 6th grade proficiency. The teacher moves from group to group giving individual attention to each person. This group has had many excursions, including a trip to the Oakland Public Museum, Mills College, Public Library, the University of California, Social Security Building, Knowland Zoo, Hill area including Roberts Park, Joaquin Miller Park, and the Mormon Temple. The Counselor has provided resource persons from the Neighborhood Service Center to give information regarding availability of community services.

I feel the school is an important feature in this community.

****

A Neighborhood Center as seen by the Counselor.

This is one of our newest Neighborhood Centers.

The members of the class are (for the most part) parishioners of the church and take great pride in its edifice and their minister.

For a great while. the enrollment was quite low. We had been informed by the minister that there were many members of the church who needed Basic Education. Upon investigation, we found that the people needing help most were reluctant to let it be known among their friends. A new Aide, who is a member of the church and has an excellent relationship among the members, was employed. The enrollment began to increase rapidly.

There is much individual teaching due to the wide range of abilities. The teacher is warm, enthusiastic, and evidences an interest in the special talents of each student. There is much sharing of experiences and a sense of "each one help one" in the class.

The Counselor has invited resource people from the Neighborhood Service Center to come in and give information pertaining to the available Community services.

It appears this school will be an inspirational institution to each person in that area.

APPENDIX B

Teacher's Report of Neighborhood Center - March 31, 1966

This center, organized August 9, 1965, maintains two two-hour sessions a day five days a week. The average age of our students is approximately 55 years. All of the students are members of minority groups. Most of them have migrated from southern states, and they have retained some of the culture and traditions of their southern environment. Class registration is approximately 18 students per session.

Attendance, barring sickness, has been uniformly high. We employ a part time teacher's aide who has been successful in not only recruiting new students but in retaining our regular members as well. This personalized follow-up work has tended to prevent a serious dropout and spotty attendance situation.

Curriculum is basic education - reading, writing, and arithmetic. Current trends, background for improved citizenship, and appropriate subjects of special interest to the group are given in connection with the language arts phase of instruction. Class projects growing out of experience charts have proved to be not only of benefit to individuals, but they tend to promote class cohesion.

We have found that in many situations significant teacher-prepared material is more meaningful than text or workbook offerings. In my opinion a ditto reproducer is one of the basic education teacher's most important and useful tools. We have devised several "gadgets" which have helped the class in gaining mathematical concepts. Our three dimensional division chart enables a student to build and solve his own division problem by a step-by-step kinesthetic process.

In evaluating individual and class progress it is interesting to note that wholesome changes in attitudes have been made over the past few months. Students are beginning to take an interest in community affairs; they tend to help each other. Generosity and kindness toward others has become the accepted norm in class relationships.

We feel that legible writing is an essential part of the communicative skills. Several sessions a week are devoted to the writing of letters. Letters are closely checked for paragraph indentation, use of capital letters, and end-of-sentence punctuation. Several ladies have recently written and mailed letters which were a credit to themselves and to the school. The class is reading third grade level materials with ease. Four students have advanced to the sixth grade level in reading. We favor story type problems in arithmetic. These are given in ditto form and they are usually practical problems involving money.

In addition to teacher prepared materials we use the following systems, texts, and work books:

Madden & Carlson, Success in Spelling #3, Harcourt, Brace & World

Patton, Word Mastery Speller #6, Calif. State Series

Oakland Public Schools, Lessons In English A 100 Workbook

" " " Lessons In English A 100S Workbook

Oakland Public Schools, Beginning Lessons In Oral English A-49

The Mott Basic Language Skills Program

Series	300	Basic Numbers & Money
"	600A	Language Arts
"	600B	" "

SRA Reading Laboratory II a
SRA Pilot Library II a

Reader's Digest gr. 3 Reading Skill Builder
Reader's Digest gr. 6 Reading Skill Builder

Stall & Hatch, Our World Today, Allyn & Bacon

McGuire, Story of American Freedom, MacMillan

Basic Arithmetic Book I, Text and Workbook

****

Teacher's Report of Neighborhood Center

The classes are quite heterogeneous, having as their only bond the condition of poverty and the attitude of fear towards persons in authority.

I'm happy to report that not only are the academic objectives being achieved, but that new attitudes have been formed. The teacher is now considered a friend who is always there to help. Attitudes of self confidence, self respect, recognition of self worth, and the feeling of civic responsibility are becoming increasingly apparent.

Many of the students now frequent the public library. They have been made aware of community agencies, which are at their disposal, and which they now use.

A number of the students have become confident enough to take tests and apply for jobs. At least two of these have been successful.

The students are very grateful for the chance to attend school and are telling their friends about it. This seems to me to indicate the recognition by them of the valuable place of the school in the community.

****

Teacher's Report of Neighborhood Center

Objectives Met:

1. Some adults learned new skills while others reviewed and improved.
2. One very important objective - the development of a classroom atmosphere wherein the adults feel free to ask questions, seek

information, help each other and have no fear of ridicule. The classroom is considered our workshop and we all can learn something in it.

3. Other objectives met as the result of skills learned and/or improved:

   a. Learned how to collect information.
   b. Learned how to fill out applications.
   c. Learned how to apply for jobs.

Change of Attitudes Toward:

1. Self. Even though all individuals are limited in one way or another, I must seek to know my own limitations and improve these to the best of my ability, and strive to be sure that I give my best.
2. Community. There are many real problems in our area and the people need a great deal of help. Perhaps not do it for you, but together, and then on their own and for themselves.
3. Schools and Education. Schools need a very wide range of activities for adults. There is a very serious need for a good look at Basic Education for adults in Oakland, especially in the poverty pockets.

APPENDIX C

Teacher's Biographical Sketch

Mrs._____feels that this class has filled her need in every sense of the word. She was very anxious to get a job, but she was convinced she needed to brush up in arithmetic, spelling, reading comprehension and grammar.

She worked very hard in the class and insisted upon much homework. All of us were delighted that she received an appointment with the ESEA program. She now comes to the night class and is continuing her work in basic skills. Mrs._____ encourages her neighbors to enroll and has brought several students to the class.

****

Teacher's Biographical Sketch

Mrs._____'s sole interest in this class was to get help in passing Civil Service examinations. Her attendance was not consistent, but when an examination was imminent, she came for special help.

Mrs._____ does not have a problem with basic skills but does need much help with word meaning and comprehension with speed.

****

Teacher's Biographical Sketch

Mrs._____ recognizes her need for help in the basic skills. She claims she is "sick and tired of cleaning other peoples' houses." To see her trying to compute simple arithmetic problems or understand grammar assignments would be an inspiration to any young person who contemplated dropping out of school.

She laments the fact that she was "such a fool" to stop school at such an early age. Her goal is to master the fundamentals so that she can get a better job. She wonders why everybody in the community does not attend the Neighborhood School.

****

Teacher's Biographical Sketch

Mrs._____ is a highly respected citizen in this community. She recognizes her position as a "counselor" among the neighbors and has been motivated to learn all she can so that she can continue this community role. She is vitally interested in civic and political affairs and is an avid reader. She is not interested in seeking work other than night time baby sitting. She is involved in church and social activities. She works hard to improve her basic skills so that she may be more literate in her jobs.

****

Teacher's Biographical Sketch

Mrs._____ has been handicapped scholastically because of her inability to speak, read and write English well. Though she has been in the United

States for 21 years, she has associated with persons of her own ethnic background and used their language.

Mrs._____ is affable and well liked by her class members who quickly explain things to her in words she understands. She can handle money visually, but has great difficulty in problem solving. She is very open about her inability to read, write and solve problems and as a result, she has had the assistance of class members as well as staff. Her progress has been slow, but there are definite indications of progress. She has a positive sense of belonging and is an integral part of the group.

****

Teacher's Biographical Sketch

Mrs._____ is the type of student any teacher would enjoy having in a class. She is interested in all areas of learning and contributes generously her knowledge to the group. She has been very helpful to the instructor in helping members to learn the "Postal Scheme" that is given in the Civil Service Test for Postal employment.

She says that she learns something new every day she comes to school. "I like this class. If I don't understand something, the teacher and all the class will take time out to see that I do."

She is working real hard on proper language usage. It is a joy to see her recognize her mistakes as she enthusiastically participates in group discussions.

****

Teacher's Biographical Sketch

This student has been the pride and joy of the center. She was a vocational High School dropout who married early and began her family.

After coming to California in 1959, she tried to find employment. She took one examination after another without success. As her son progressed through the elementary grades, she became aware that she did not know, or had forgotten, the skills necessary to help the boy with his home work.

Mrs._____enrolled in one of the High School night classes in her area, but here again she recognized the need for additional brush up work in basic education. When the Neighborhood Center opened, Mrs._____ enrolled. She worked hard and was encouraged by her instructor and the Counselor to complete her High School education.

She attended classes at High School and the Neighborhood Center concurrently. She improved in basic skills to the point that passing Civil Service examinations was no problem.

Mrs._____ is tremendously interested in Early Childhood Education and plans to enter Chabot College next Fall. She will complete High School in July. She is presently employed as a teacher's aide under the ESEA program at one of the elementary schools.

APPENDIX D

STUDENT EVALUATION OF NEIGHBORHOOD CENTERS

1. How helpful has the instruction in the following subjects been to you?

	Very Helpful	Quite Helpful	Helped Some	No Help
Reading	____	____	____	____
Arithmetic	____	____	____	____
Spelling	____	____	____	____
Handwriting	____	____	____	____

2. Have you gone on any of the field trips?

Yes____ No____

If yes, how valuable were they to you?

Very Valuable	Quite Valuable	Of Some Value	Of No Value
____	____	____	____

3. Have you heard any of the resource people speak?

Yes____ No____

If yes, how valuable were their presentations to you?

Very Valuable	Quite Valuable	Of Some Value	Of No Value
____	____	____	____

4. How valuable do you feel the program here at the Neighborhood Center is for the people in this class?

Very Valuable	Quite Valuable	Of Some Value	Of No Value
____	____	____	____

5. Would you recommend the program at this Neighborhood Center to a friend?

Yes____ No____

6. Do you feel the training you have received in this Center has helped you become a more effective person in your relationships with other people?

Yes____ No____

APPENDIX E

STUDENT EVALUATION OF NEIGHBORHOOD CENTERS

1. How helpful has the instruction in the following subjects been to you?

	Very Helpful	Quite Helpful	Helped Some	No Help
Reading	93.9% 31	6.1% 2		
Arithmetic	84.8% 28	12.2% 4	3.0% 1	
Spelling	87.9% 29	9.1% 3	3.0% 1	
Handwriting	72.4% 24	6.1% 2	21.5% 7	

2. Have you gone on any of the field trips?

Yes 78.8% 26 | No 18.2% 6 | Not Responding 3.0% 1

If yes, how valuable were they to you?

Very Valuable	Quite Valuable	Of Some Value	Of No Value	Not Responding
51.5% 17	30.3% 10		3.0% 1	15.2% 5

3. Have you heard any of the resource people speak?

Yes 100.0% 33 | No 0% 0

If yes, how valuable were their presentations to you?

Very Valuable	Quite Valuable	Of Some Value	Of No Value
72.4% 24	21.5% 7	6.1% 2	

4. How valuable do you feel the program here at the Neighborhood Center is for the people in this class?

Very Valuable	Quite Valuable	Of Some Value	Of No Value
84.8% 28	15.2% 5		

5. Would you recommend the program at this Neighbor Center to a friend?

Yes 100.0% 33 | No 0% 0

6. Do you feel the training you have received in this Center has helped you become a more effective person in your relationships with other people?

Yes 100.0% 33 | No 0% 0

THE LIBRARY OF
OCT 26 1967
CONTINUING EDUCATION